

ANNUAL REPORT
OF THE
Superintendent
OF THE
Ontario School for the Blind
BRANTFORD

FOR THE YEAR ENDED 31st OCTOBER

1917

(Being Appendix Y to the Report of the Minister
of Education for the year 1917)

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

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APPENDIX Y

ONTARIO SCHOOL FOR THE BLIND

ANNUAL REPORT OF THE SUPERINTENDENT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education for Ontario.

SIR,—I have the honour to transmit herewith the Forty-sixth Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1917.

I have the honour to be,

Sir,

Your obedient servant,

W. B. RACE,
Superintendent.

In preparing a report of the Ontario School for the Blind for a period of twelve months, ten of which were under the very energetic management of my predecessor, Mr. C. W. James, who has returned to Toronto to resume his duties in the Department of Education, and to assume the additional responsibility of Secretary of the Provincial Superannuation Board, I find it necessary to refer to the Report of 1916 and make comment upon the various improvements in connection with the school which were due to his resourcefulness and ability in organization.

I assumed the duties of my position on September 1st, and as the pupils did not put in an appearance until September 27th, I had an opportunity meanwhile to devote myself to a study of the official records covering a long period of years and to get in touch with the immediate problems of organizing and managing a school for the blind, relying upon a previous experience of twenty-five years in the academic, technical and industrial work of High Schools.

Permit me to acknowledge here the courtesy and kindness of both Mr. James and Mr. Gardiner in their readiness to assist me when called upon in familiarizing myself with the routine followed in the school for many years. Owing to the lamentable death of Mr. Wickens, the vice-principal, I found this co-operation of much help to me.

I had been led to believe that the blind were in a class by themselves, that they were unreasonably, selfish and exacting, and that no educational experience, however valuable, would be of any real assistance in dealing with them. I have

pleasure in reporting that I have not found them a different order of human beings, but young men and women readily responsive to suggestions in their own interests, hungry for knowledge, and just as capable of appreciating the value of a cultured mind as their seeing brothers and sisters. Naturally they feel that they are at a disadvantage in competition with the seeing for places of preferment and in pursuit of their chosen occupation in life, and they are made to feel this at times with a thoughtlessness and brutality on the part of the seeing that is highly discreditable to them.

Attendance

The registration of pupils during the twelve months of the official year, from November 1st, 1916, to November 1st, 1917, was 127, of whom 53 were girls and 74 boys. The total number of pupils who enrolled upon the opening of the School, September 27th, was 106, of whom 43 were girls and 63 boys. This shows a decreased attendance from the previous year. The average attendance for the school session was 110, a decrease of two from the year before.

Death of Mr. W. B. Wickens

The sudden death of Mr. W. B. Wickens, who acted as vice-principal of the School for so many years, came as a great shock to his many admirers among the pupils and ex-pupils of the School. It is my misfortune never to have had the privilege of meeting and associating with this much beloved member of the staff and I am grateful to Mr. H. F. Gardiner for the following appreciation of a man with whom he was intimately associated for many years.

"With great regret I have to record the death of Mr. W. B. Wickens, head teacher in the School for the Blind for more than forty years, who passed away on Saturday, August 4th, 1917, at his residence on Palmerston Avenue. Walter Barton Wickens was born in Brantford July 12th, 1845, his parents, Stephen Wickens and Phoebe (Mellish) Wickens, who were of English birth, having come to Brantford in 1842. Stephen Wickens was accidentally drowned in the Grand River in 1855, leaving to his widow the care of seven young children, five of whom lived long enough to repay as best they could, the labour and affection bestowed upon them by their good mother, who died in her ninetieth year. Educated in the Brantford Schools and the Normal School in Toronto, Mr. Walter Wickens began teaching while still in his teens, first in Wellington County, then for a time in Iowa; and he was employed in Public School work in Brantford in 1875, when he was invited by Principal Hunter to assume the position in the Ontario School for the Blind, which he occupied until his death. As a teacher Mr. Wickens was thorough, efficient and faithful, never satisfied until he was sure that the pupil clearly understood the subject under discussion, and not grudging extra time and labour in helping the dull ones, or those who were handicapped by some disability in addition to their blindness. In matters of discipline he was firm, though invariably kind, and he had the affection, as well as the respect, of the generations of pupils whom he taught. Besides his work as a teacher, Mr. Wickens had charge of the Circulating Library, and for several years before his death he held the position of Assistant Principal. By reason of his long connection with the School, and his never ceasing interest in the welfare of the blind whom he had taught, he was a repository of information regarding the abilities, the successes and the failures of ex-pupils. He attended many of the conventions of the American Association of Educators of the Blind; at the convention in Berkeley, California, in 1915, he and Mrs. Wickens were cordially greeted by many of their old friends and associates from Schools for the Blind in

the United States. Mr. Wickens was married in 1873 to Miss Sarah Clarke; secondly, in 1876, to Miss Whillena Walsh; thirdly in 1887, to Miss Mary A. Walsh, who survives him. His first wife left one son, Dr. Arthur E. Wickens, of Hamilton. The son of his third wife, Mr. Vincent Wickens, died of typhoid fever at the age of twenty-one. Besides his widow and son, there are left three brothers and one sister, Albert M. Wickens, of Toronto; George Wickens, of South Tacoma, Wash., and Herbert B. and Emily Wickens, of Hamilton. The funeral services were held on August 6th at Brant Avenue Methodist Church, of which Mr. Wickens was a member and a valued official, and the body was interred in Greenwood Cemetery, Brantford."

IN MEMORY OF MR. WICKENS

Like rivers which glide through the valley,
Refreshing the trees and the flowers,
His life glided peacefully onward,
Improving and cheering the hours.

For He who gave sight to the sightless
Had sent him to brighten our way,
And hearts which had drooped in the shadow
Were brought to the regions of day.

For forty long years did he labour,
Employing his every resource
To smooth out the pathway of knowledge
For those who should follow its course.

And those who have heard his mild teachings
Will ever deep gratitude feel
For lessons so simple and childlike,
Which yet so much wisdom reveal.

How great was the sum of his knowledge,
Yet how unassuming he was,
As, day after day, he devoted
His talents and time to our cause.

He saw all the good in his pupils,
Left others to search for the ill;
He lived, not for self, but for others,
Submitting himself to God's will.

And thus, in the midst of his duties,
He peacefully passed to his rest—
His labour of love was accomplished,
And many through him had been blest.

And though we are lonely without him,
In fancy we hear his kind voice:
It bids us be true to his teaching,
And meet him where all shall rejoice.

And though he has gone from our circle,
To serve in a happier sphere,
O Lord, let the lessons he gave us
Bear fruit in our humble lives here.

WINIFRED DAVISON,
Pupil, O. S. B.

Changes in the Staff

Mr. Wiekens' place on the staff was filled by the appointment as vice-principal of Mr. G. A. Cole, for many years principal of the Orillia Public School, a man of splendid educational experience and well qualified to take up the work where his predecessor left off. Mr. G. S. Temple, supervisor of the boys, has been succeeded by Mr. John Pollock, who has had experience in Y.M.C.A. work. Mr. Ostler, instructor in violin music, has been succeeded by Miss Marjory K. Jones, who devotes part of her time to the violin and part to the piano. In the Industrial Department a new teacher has been added, Mr. Charles E. Tooth, as instructor in shoemaking, shoe repairing, etc.

New Pupils at the Opening of the Session, September 27th, 1917

Name	Residence	Name	Residence
Bellew, Clarence	.....Winter, Sask.	Mills, Harry J.	.....Moosomin, Alta.
Burgess, Lloyd	.....Princeton (re-admitted).	Robb, John	.....Toronto.
Clarke, James	.....Toronto.	Clarke, Marguerite	.....Toronto.
Green, George E.	.....Toronto.	Waswanap, Mary	.....Ottawa.
Hill, Archie	.....North Bay.	West, Bessie	.....Brampton.
McLennan, John	.....Toronto.	Wiggins, Clarice	.....Stratton.

Pupils Registered in Session 1916-17

Name	Residence	Name	Residence
Anthony, Gordon	....Brampton.	Macbeth, Stanley	....Toronto.
Beach, Sparling	.....Ottawa.	Michelin, Harry	.....St. Catharines.
Beh, Stuart	.....Bradley.	Metcalfe, William	....Toronto.
Bettridge, Edward	...Brampton.	Miscampbell, Lester	...Angus.
Barton, Gustavus	....Kazabazua, P.Q.	Murray, Ancile	.....Goderich.
Campbell, Charles	....Toronto.	McDonald, James	....Clover Bar, Alta.
Carscallen, Archie	....Tamworth.	Ormston, Ralph	.....St. Catharines.
Carlson, Arthur	.....Victoria Harbour.	Oster, Clarence	.....St. Catharines.
Chapman, Oswald	....Rosseau.	Patterson, Clifford	...Hamilton.
Chssold, Fred.	.....Mimico.	Parfitt, Allan	.....Toronto.
Cotter, James	.....Ottawa.	Philpott, John	.....Brockville.
Culver, John	.....Tadmorden.	Powell, James	.....Toronto.
Conway, Ernest	.....Hough Lake.	Rigg, William	.....Mount Dennis.
Dobbin, Robert	.....Toronto.	Robinson, Charles	...Barrie.
Dyson, John	.....Toronto.	Salter, Melville	.....Oshawa.
Fenton, Mills	.....Allenford.	Sherman, Leonard	...Ferne, B.C.
Fonger, Stanley	....Bruce, Alta.	Simmons, Walter	.....Copper Cliff.
Gash, James	.....Ferne, B.C.	Smith, Joseph	.....London.
Garlick, Walter	.....Ottawa.	Steele, Fred.	.....Perth.
Gomm, William	.....Toronto.	Stoddart, Ernest	.....Copper Cliff.
Green, Harold	.....Elmwood, Man.	Sutherland, Joseph	...Sutherland, Sask.
Green, Fred.	.....Chesley.	Sydar, Mike	.....Winnipeg, Man.
Grills, Ion	.....Campbellford.	Tomlinson, Roy	.....Saskatoon, Sask.
Grausdin, John	.....Lettonia, Man.	Towner, John	.....Toronto.
Hartfield, Adolf	.....Lang, Sask.	Vance, Frank	.....Saskatoon, Sask.
Hackett, John	.....Toronto.	Webb, Harold	.....Allandale.
Hill, Norman	.....St. Thomas.	Wilkinson, Charles	...Kingston.
Hollett, Stanford	.....Toronto.	Young, Kenneth	.....Binbrook.
Hutchinson, Fernie	..Ferne, B.C.		
Joyce, Judson	.....Hamilton.	Ash, Rachel	.....Sarnia.
Kosiowski, Joseph	...Winnipeg, Mau.	Beattie, Jeanie	.....Niagara Falls.
Keller, Nicolay	.....Hyas, Sask.	Bews, Anna	.....Bridgeburg.
Konopski, Aibin	.....Valley River, Man.	Bezaire, Alma	.....Auld.
		Bezaire, Lea	.....Auld.
Kennedy, Edward	....Ottawa.	Bickerton, Gladys	....Navan.
Lott, Ernest	.....Brussels.	Brennan, Alice	.....Bothwell.
Lowe, Walter	.....Hamilton.	Brunsdon, Alma	.....Brantford.
Marcotte, Cleophose	..Mattawa.	Broad, Olive	.....Sunderland.
Macallister, Donald	..Macalister, B.C.	Catling, Nellie	.....Goderich.

Pupils Registered in Session 1916-17—Continued

Name	Residence	Name	Residence
Clark, Jessie	North Bay.	McCannan, Beatrice ..	Kenora.
Clark, Lillian	Mount Dennis	McGillivray, Agnes ...	Listowel.
Crawley, Daisy	Toronto.	Millor, Susan	Gravenhurst.
Dalton, Mary	Hamilton.	O'Neil, Mary	Ottawa.
Davison, Winnifred ...	Meaford.	Philpott, Emily	Brockville.
Dawson, Christina ...	Toronto.	Reginbal, May	St. Boniface, Man.
Dickson, Julia	Toronto.	Mishnishecodare, Eliz. .	Little Current.
Fitzpatrick, Alta	Wheatley.	Sells, Kathryn	London.
Gascoigne, Marjorie ..	Hamilton.	Simpson, Meryle	Dominion City, Man.
Gill, Grace	Toronto.	Slay, Gladys	Sarnia.
Grills, Iva	Cane.	Smith, Effie	Brantford.
Hardwick, Lillian ...	Toronto.	Squair, Ethel	Williamstown.
Hawley, Doris	Winnipeg, Man.	Stephenson, Muriel ...	Collingwood.
Hyndman, Elsie	Norwich.	Thompson, Theresa ...	Hamilton.
Hilton, Lydia	Belleville.	Truscott, Ruth	Battleford, Sask.
Ingram, Elizabeth ...	Pembroke.	Wagner, Rose	Toronto.
Johnson, Gertrude ...	Winnipeg, Man.	Webster, Helen	Wallaceburg.
Kaufman, Blanche ...	Chatham.	Welsh, Verna	Baldur, Man.
Lammie, Amy	Hensall.	Wright, Elsie	St. Catharines.
Lanumie, Greta	Hensall.		

Literary Classes

I find that the work in the Literary Classes has been conducted with a certain measure of efficiency, but in rather an aimless manner, owing to the fact that there has been no clearly defined division of classes, nor has there been a division of the work among the teachers calculated to secure the best results. With the object of improving these conditions, I have organized the pupils as well as it could be done from the reports of their standing available, into classes corresponding to the grades in the Public Schools of Ontario, and have assigned one teacher to each class with the idea of following the public school programme to its completion. I am aware, however, that many difficulties lie in the way, but I can see no reason why the pupils of this School cannot pass the Entrance examination in every subject except drawing, in the place of which the Department of Education could easily substitute one of the subjects in the industrial course or in the department of music. The examination for entrance to High School having been passed, the work of the High Schools could be introduced and the pupils who have been present in the School for some time could be saved the monotonous iteration of elementary work and prepare for an examination more in harmony with their maturer minds.

I have to thank Mr. Burt of the Brantford Collegiate Institute for his courtesy and co-operation in admitting certain of our classes to the school of which he is the head. Many of the older pupils have never had an opportunity of knowing how the classes were conducted in our Public and High Schools, and I feel quite confident that these lessons taken in a school for the seeing will be of great interest and advantage to them. In fact, they have expressed themselves as delighted with their visits to the classes in such subjects as English Literature, English Grammar, and Geography.

This suggests the possibility that, with a growing school and a good showing at the Entrance examinations, some arrangement might profitably be made for certain of the more ambitious students taking part of their High School course in the Brantford Collegiate Institute.

Improvements in the Dining Room

Among the changes which I have seen fit to make was the introduction of white table cloths, table napkins, and a better quality of cutlery for the older students

in both dining rooms. The oilcloth coverings and plain tableware were too suggestive of certain public institutions where the educational advancement of the inmates is not the first object of those in authority.

Provision has also been made for the teaching of table deportment, so that our young men and women, on leaving school to take their places in the world among seeing people, will not feel embarrassed by their lack of knowledge of the essentials of good breeding, with a consequent resentment at the school where they spent the greater portion of their lives, for failing to equip them in this respect.

I am glad to report that the pupils have taken very kindly to the suggestion that instruction should be thus provided. It has been my pleasure since assuming my duties here to dine with several blind persons, visitors to the School, and I have been charmed at their ease of manner and graceful bearing, acquired from habits formed under favourable conditions in well conducted schools and homes.

Swimming Exercises

Through the courtesy of Mr. G. H. Williamson, of the Brantford Y.M.C.A., the privilege was extended to the older boys of our School to use the Y.M.C.A. swimming tank once a week between the hours of seven and eight.

This privilege has been hailed with the greatest delight by our students, and I have felt quite reassured in permitting them to accept the courtesy, as their Supervisor, Mr. John Pollock, was, previous to his appointment, the instructor in swimming at the Y.M.C.A. in the City of Baltimore. Every precaution is being taken to safeguard the boys from accident, and they are deriving much benefit from the advantage of this addition to their physical training.

Discipline

I am pleased to report that there has been no occasion for the exercise of rigid discipline in any respect. I have found the pupils responding to my suggestions for improvements in their interests with more readiness than I had been led to expect, and they have accepted without a protest the withdrawal of privileges which had been theirs for years.

One of these privileges has been in the use of tobacco. It has always seemed to me to be inconsistent with good discipline in a school of any kind to give sanction to the habit of smoking and chewing tobacco. I am strongly of the opinion that the parents and guardians of the younger pupils have a perfect right to have their children, while they are at school away from home, protected from the influence of a bad habit of any kind. If such can be done by regulation and example, and I want them to feel that their boys will not, at this School, look forward to the day when they too, by virtue of their advancing years, may indulge in the habit of smoking with the permission of the school authorities. For that reason I have abolished the privilege, and in so doing I am not unmindful of the fact that here, as elsewhere, there will be infractions of the rule, but I have reason to believe that I have the co-operation and the gratitude of many of the worst offenders in this respect.

New York Point versus Braille

The pupils of the Ontario School for the Blind have since its establishment many years ago been instructed in the New York Point Print system of reading, and I find from a perusal of the reports at various conventions and from conversations with those who have the welfare of the blind deeply at heart, a strong desire for the introduction of the British Braille. This desire is partly due to the fact

that the Brantford School seems to be alone in the British Empire in not using the Braille, and partly to a desire for the wider field of literature which that system offers. To this may be added the fact that resolutions have been passed urging the adoption of the British Braille, with certain modifications, in the United States and Canada, as a means to uniformity, and to discard all other systems.

It is, in my opinion, a much to be regretted fact that there has been such a conflict in opinion for so many years regarding this very important matter, and anything that will tend to providing a uniform type and doing away with the confusion at present resulting from the use of different systems is to be welcomed. I quite approve of the suggestions made for uniformity, and without taking time to discuss the relative values of the various systems, strongly recommend that this School adopt, as soon as possible, the revised British Braille instead of the New York Point.

The adoption of this new system will, naturally, for a short time, result in more or less confusion, as it is not to be expected that either pupils or teachers can readily transfer their allegiance or their liking from the one to the other. But the younger pupils can be instructed in the Braille system, and I am hopeful that the necessary books and teaching helps can be procured for that purpose with as little delay as possible.

Typewriting

There has been a desire on the part of many pupils for increased facilities for the teaching and practice of typewriting. In response to this need I have discarded the antiquated machines which were in use and put in their place the latest up-to-date machines. The work in typewriting has been very satisfactory, and I am hopeful of good results from this very important part of the educational training of our students.

The Pupils' Clothing

One improvement which would tend greatly to lessen the inconvenience and annoyance to all concerned with the School, would be to insist on all pupils bringing with them an assortment of clothing which will at least carry them from one term to the other. It is my opinion that when pupils are provided with their board and their education free of charge, to say nothing of minor incidentals, that their parents should provide them with a sufficient supply of clothing to ensure a respectable appearance and to preclude the danger of their suffering from the inclemency of the weather. It is just as important a feature of a boy's education to develop in him a sense of responsibility, self-respect and self-reliance, as it is to instruct him in the English language, and to accustom him to have all his whims gratified and his wants filled at the public expense is a poor equipment with which to start him out in life to meet the competition of a keen and exacting world. I would, therefore, recommend that each pupil should be required, before being admitted in September, to bring with him a stated list of articles of wearing apparel, submitted by the Matron as necessary. This will save much correspondence with parents who have been in the habit of sending their children to school improperly clad in the expectation that somehow or other they will be provided for by the School for respectability's sake.

The Hospital Ward

Among the many improvements projected by my predecessor and completed since my appointment, the most important is the setting apart of several rooms on the third floor for a school hospital. These rooms are far removed from the hurly-

burly of the school-rooms and corridors, and afford a splendid retreat for those who are temporarily indisposed, as well as for those who are suffering from a more or less protracted illness. The rooms have been tastily and neatly furnished, and in appearance have all the attractiveness of the very best equipped up-to-date hospital. A well qualified trained nurse has been placed in charge and her presence there has been a source of great relief to the doctor and the principal, as her services have been of the utmost value in emergent cases. At present writing, one young lad is under her care suffering from a broken arm, the result of an accident sustained by his being too venturesome when sleigh riding.

The Pipe Organ

It has been a disappointment to all interested in the Department of Music that there has been such a delay in the installation of the new pipe organ. This has been due to the difficulty of assembling the parts necessary to its construction, and the pupils have thus been deprived of the instruction which they had looked forward to for some time with eager anticipation.

The Boys' Club

It will be interesting to know that the spirit of response on the part of the boys has been shown in the organization of a club known as the O.S.B. Fraternity Club. The club has for its object the development of a good feeling between the pupils and the members of the staff, the discountenancing of profane or obscene language, the encouragement of the pupils in observing all the rules of the School, and a general improvement in the tone of the Institution.

A club room has been fitted up for their use; keys have been furnished the members; appropriate fraternity pins are worn; games, such as checkers, chess, dominoes, cards, bagatelle, have been introduced, and it is their intention to hold social evenings occasionally to which they will invite boys of their own age from the schools of the city.

The Farm

The farm improvements which were reported last year as being under way have been carried to an almost successful conclusion. The new barn is a model of comfort and convenience, and the arrangements for the storing of the root crops and the housing of the stock are admirable. The chicken coops, modelled after the latest design from the Ontario Agricultural College, present an attractive appearance, and the poultry raising industry has been an unqualified success, from the incubator on. It has not been of as much benefit from an educational standpoint as had been anticipated, but this is due rather to a disinclination on the part of many pupils, who elected to devote their attention rather to the broom-making, chair-caning or shoe repairing industries, or to the pursuit of their musical studies in its various branches.

The root crops were very satisfactory and nearly one thousand bushels of choice potatoes are safely stored away for the use of our School during the winter months. What can't be eaten will be sold to advantage. It was found necessary to purchase for use on the farm a new team of horses, and I am glad to report that at a very reasonable price a team was found to satisfy the most exacting critic in connection with the Institution.

Concerts

I find by referring to the records that a very successful bazaar was held in the School April 3rd, and on the evening of the same day a grand concert was held in aid of the Patriotic Fund of the City of Brantford. The following account from the Brantford *Expositor* will be of interest:

SALE OF WORK AND CONCERT AT O.S.B. A REVELATION TO CITY PEOPLE

Wonders Accomplished by Pupils Deprived of Sight, as Shown by Exhibits of Manufactures—Splendid Concert Programme Furnished in the Evening to a Large Audience.

Unknown, perhaps, to a majority of the people of the City of Brantford is the marvellous work being done at the Ontario School for the Blind. Here, although destitute of the sense of sight the pupils are daily turning out work in sewing, knitting, crocheting, beadwork, willow furniture and fancy basket work that was yesterday afternoon a revelation to the hundreds who took advantage of the bazaar and sale of work to visit the School. Yesterday attractions were somewhat of an innovation and was for the purpose of raising funds for the Patriotic Fund. The bazaar in the afternoon was followed by a big concert given by the pupils in the evening, further testifying to the wonderful ability and the effect the training at this Institution has on the young people who are unfortunate enough to be deprived of the use of vision.

That upwards of \$350 was realized by the sale of work and the following concert makes it readily apparent that the object set out for was most successfully attained, and the Patriotic Fund will be further enriched. At the time of the raising of the Patriotic Fund the feeling got abroad that the School should be represented. As individual subscriptions were out of the question the principal, Major C. W. James, hit on yesterday's departure as the solution. Now, thanks to unstinted efforts of pupils, teachers and all concerned with the School, who willingly sacrificed their time, the School furnishing the material, it resulted in one grand success.

Crowds packed the main building in which the sale was held yesterday afternoon and the big auditorium was filled for the concert in the evening. The building was prettily decorated and tables arranged with the different work of the pupils shown. A rest and music room, tea room, and ice cream parlor were all run, with a fish pond for the younger people. The teachers, assisted by the older pupils, had charge of the tables. Nearly all of the work shown was sold during the afternoon. The concert in the evening, although lengthy, was one round of delight. It was practically wholly put on by the pupils, the only outside talent being Mr. Hartwell de Mille, noted vocalist of Toronto, and his accompanist, Miss Madge Williamsou, of the Hambourg Conservatory of Music, Toronto. The work of the pupils was perfect and the finishing touches were added by the visitors. Major James, in his own genial and witty manner, made a pleasing chairman, and Capt. W. Norman Andrews, the musical director, to whom much of the credit for the brilliant success of the concert goes, directed the children.

THE SALE OF WORK

Exhibits of willow work, fancy basket work, sewing, knitting, crocheting, beadwork, home-made cooking and candy were all shown and studied minutely by the throngs who came with purse strings unloosed to the great delight of the salesladies. The willow work exhibits were probably the most extensive and positively marvellous. To the lay eye it was beyond understanding how some of the pieces of furniture shown could be turned out by the young people with sightless eyes. There were tables, stands, baskets, flower baskets, pots, trays, chairs, lamp covers, and, in fact, furniture of every description. One big couch attracted much interest. It was for a verandah and was made of a wood fibre which has been invented to take the place of reed. The willow work is in charge of Mr. W. B. Donkin and he oh!glingly explained the new invention for a reporter. Before the outbreak of war nearly all the reeds used in the manufacture of furniture were procured from Germany. However, thanks to an American inventor, this fibre was invented and it is an excellent substitute he states. The work here compares most favourably and even excels work done by men with the full use of their sight. Most of the furniture shown was sold.

A very interesting showing was that of the beadwork. It was in charge of Miss Cronk, who is the instructor of this and also of point printing. She had an exhibit of which critics said it would be no exaggeration to say "No finer beadwork has been

shown in the world." A dainty bead cup and saucer and lamp shades, as well as dozens of other pleasing articles, were matters of delight.

The knitting and crocheting exhibit was in charge of the Misses Haycock, Hilda Young, Gilbert and Harrington. Shown here were beautiful pieces of work, including slippers, gloves and balls. The Misses Seace and Wright had charge of the home-made cooking and its worth was attested by its ready sale. All the cooking was done by the domestic science class. The sewing was wonderful. Everything ladies wear, as well as knitting bags and other articles of the finest work, were shown under the direction of Miss Ella Cooper.

The tea room was in charge of the matron, Mrs. M. E. Stewart, her assistants being the Misses Radcliffe and Kavanagh. Tea, coffee, cake, sandwiches and ice cream were dispensed here and the room was catering to capacity business all the time. The candy table did a big business. It was in charge of Miss Smyth, who was assisted by the Misses S. Miller and A. McGhillvray. Messrs. Wickens, Hickey and Temple had charge of the ice cream parlor.

A wonderful interest had been displayed by the children themselves throughout all the preparations for the day, and yesterday it was refreshing to see the enthusiasm with which they entered into the spirit of it. Little girls sold candles, while the older boys assisted with the willow work and the girls at the various tables. Under the direction of Capt. Andrews the children gave vocal solos and played the piano and organ, and much surprise was evinced at their cleverness. C. W. James, Jr., was in charge of the music and rest room. The fish pond attracted lots of dimes and was in the capable hands of Miss Elda James and Miss Jessie Burden.

THE EVENING CONCERT

In the evening a delightful entertainment was given by the pupils, assisted by Hartwell de Mille and Miss Madge Williamson, of Toronto. For three full hours the pupils, with a wide variety of piano selections, vocal selections, violin numbers, recitations, a dialogue and a sketch, kept the large audience in a pleasurable state of mind and continuously applauding. Encore after encore was begged for, but the length of the programme, there being over twenty numbers on it, prevented many of these. Capt. Andrews is deserving of great credit for the delightful concert, as all the offerings of the pupils were the result of the ordinary daily training. The pupils of the Institution have always enjoyed a high reputation for concerts, and they more than lived up to this last evening.

The programme was opened with a prelude and fugue from Bach on the organ by Roy Tomlinson, which was very well executed. The choral class of the School delighted with several numbers, "Peace to the souls of the Heroes" and "Multiplication is a Vexation." The voices of the children showed painstaking training from the exactness with which it was sung.

In a rich powerful voice Hartwell de Mille, one of Toronto's most popular baritones, charmed with his singing of "God Bless You My Friend," as an encore giving by special request "British to the Core." He had a magnificent voice and the audience could not get too much of him last evening. Excellent technique was shown by six pupils of the school—Susan Miller, Greta Lammie, Kathryn Sells, Mary O'Neill, W. Simmons and F. Steele—in a violin offering. Walter Lowe showed a fine expression in his rendering of "I'll Sing Three Songs of Araby."

Miss Madge Williamson, who accompanied Mr. de Mille, was called on by the chairman for a number, and she held the audience enrapt while she played with wonderful taste and great interpretativeness. In a pleasing voice that delighted the ear Fred Steele sang "The Veteran's Song," being assisted by a chorus of boys. The piano solo, "Autumn," by Mary O'Neill, was feelingly rendered and Mr. de Mille was called on again. This time he had excellent scope in "Alone in the Deserts," and as an encore a pleasing little piece, "Nothin' but Love," was given.

MERCHANT OF VENICE

A more pretentious departure was then made, three of the pupils putting on Act I, Scene 3, from the Merchant of Venice. This was exceedingly well rendered, the acting of L. Sherman as Shylock pointing to great ability. S. Beach took the part of Antonio and W. Garlick was Bassanio, and both were good.

A number of piano solos and songs were next in order. Mr. de Mille had a delightfully varied repertoire and obliged with two more songs and encores. C. Patterson gave the piano solo "Two Larks," and Joe Smith showed much elocutionary power in the recitation "Beth Geleert." The song "Catch Me," by Gladys Slay, was pleasing to the ear and well rendered. Susan Miller gave a piano solo, "Mazurka Japonaise," and W. Simmons, in good voice, the song "The Bandoliero." In the piano solo "Marche Hongroise," Kathryn Sells showed much ability as a pianist. Very pleasing was the vocal duet "Larboard Watch," by W. Lowe and W. Simmons. Both boys had fine voices.

COMEDY DIALOGUE

The concluding number on the programme was a big dialogue by Mrs. Sniggles and her family of seven daughters. Throughout this roar after roar of laughter was heard and Winnie Davison, as Mrs. Sniggles, the widow, showed herself to be a born elocutionist. Her handling of some very difficult English was good and evoked great laughter. One by one she extolled the virtues of her daughters, all of whom she had performed for the audience. One had the giggles, another asthma, another had been "jolted" in love and cried continually, while another had a "swan-like voice." It was a few minutes after 11 o'clock when the last number finished, but the audience had been well repaid for remaining.

Victrola and Player Piano

A victrola and a player piano have been introduced into the Assembly Hall to provide beauty as it can be revealed to our pupils in its highest form, through the medium of sweet music. I find that familiarity with high-class music does not breed contempt. Its power is mysterious. It thrills the soul and lifts it on exalted pinions as no other medium can. And they who are deprived of the blessings of sight are entitled to all the happiness and joy in life that such a moderate expenditure of money can provide.

If such great artists as Melba, Tetrazzini, Galli-Curci, Schumann-Heink, Caruso and others, were to appear in the living presence before an audience of the blind, they could scarcely be more real than they are in the splendid records of their best efforts now obtainable at a reasonable figure. And the player piano is, too, a most excellent aid for spreading the gospel of good music and developing true appreciation of it. To the students who are well advanced in their musical studies, the player piano is a source of much help. To those who are not so advanced it tends to create a desire for good music while their taste for it is still in a formative state. It has been suggested by somebody that too much time is devoted in our schools for the blind to high-class music and not enough to the rag-time of the music halls, where employment for musical talent is more easily obtained. I do not agree with this opinion. The rag-time artist has no soul and cannot rise to the heights of the artistic in music, whereas the artist can always, if necessary to gain his living, fall from the sublime to the ridiculous.

Piano Tuners

I have pleasure in reporting that during the fall months we were able, in response to a request from the manager of a well-known piano firm, to supply him with two pupils for the tuning department. I have been informed that they have been giving excellent satisfaction, and I hope in the near future, as others are trained and equipped, to find suitable employment for their talents in a similar field of honourable and productive labour.

Hallowe'en and Christmas Entertainment

The teachers and others connected with the School did everything in their power to make the evening of Hallowe'en an enjoyable occasion. Fairies and witches were unusually active. The costumes were cleverly devised and altogether the old spirit of Hallowe'en was caught and conveyed to the pupils in an interesting manner.

The night preceding the home-going for the Christmas holidays, a splendid programme was presented in the Assembly Hall. An admission fee of 25c. was charged and the proceeds devoted to making Christmas Day a happy one for the pupils who were unable to spend the holidays at home. The performance was a highly creditable one and elicited much favourable comment from those who were

present. An interesting short address was given by Mr. W. G. Raymond, a former pupil of the School, at present Postmaster in the City of Brantford.

On Christmas Day an impromptu programme was held, and suitable gifts were distributed to each pupil from a tastily decorated Christmas tree.

Visitors

In October the Library Association of Western Ontario, which was meeting in convention in the City of Brantford, paid a visit to the School. After listening to a short programme by several of the pupils, they examined thoroughly the various departments for the training of the pupils in industrial pursuits, and went away expressing themselves highly pleased with their reception.

The Removal of Sightless Eyes

I find that many of the pupils of the School have sightless eyes, which are not only a positive menace to their health, but an offence to all with whom they come in contact. It is frequently stated that the Ontario School for the Blind is not a hospital but a School, for which reason a mere educator of the blind should not be expected to concern himself with the removal of pupils' eyes. But anything that affects the welfare of the pupils in any respect should be a legitimate object of concern to those who have any responsibility for the education of the blind, and I should like to have the parents alive to the necessity of operations being performed. Mr. James took a deep interest in this question and effected improvements which have more than compensated for the expense involved. I have no hesitation in recommending a continuance of this policy and advise that, where necessary, the expense be borne partly by the Province when the burden is too heavy for the parent to carry.

Changes in School Routine

Among the changes in the order of the day's work, not the least important has been in the daily reading to the pupils. The practice has been to assemble the older boys and girls in separate class-rooms from eight to nine o'clock in the evening, where for an hour two teachers, wearied with their duties of the day, read to the pupils from the daily newspaper and from fiction. This I have found to be very wearisome both to the pupils and teachers. In its stead a brief resumé is made of the morning newspaper at roll call, so that the pupils may get the news when it is fresh without having to wait until evening to get a corroboration or denial of rumours which are bound to reach their ears during the day, when something of unusual interest has happened in the war theatre.

At seven in the evening the pupils, boys and girls, meet together in the Assembly Hall, where for an hour they listen to music and to reading from books and magazines or to story telling. I have enlisted the aid for this purpose of many of the citizens of Brantford, whom I wish to thank for their assistance in thus providing for our pupils a really profitable recreation after the studies of the day. These visits from outsiders stimulate an interest in our School and enable the pupils to get a few glimpses of the outside world during a term for the most part spent within bounds.

In concluding this part of my report I desire to express my appreciation of the fraternal greetings from several of the superintendents of Schools for the Blind in the United States and Canada. From Sir Frederick Fraser, of the Halifax School, I have received a cordial welcome to the profession, with the assurance that his many years of experience in teaching the blind were at my disposal.

The Portland Convention

As my predecessor, Mr. James, was unable, through pressure of work on the grounds, to attend the convention held last January in Portland, I am indebted to the courtesy of Mr. S. C. Swift, M.A., Librarian for the Blind, College Street, Toronto, for the privilege of taking the following extracts from his report of that gathering to the members of the Ontario Association for the Blind.

Report

The 1917 Convention of the American Association of Workers for the Blind opened its proceedings on the afternoon of Monday, June 25, 135 delegates being present from 23 States of the Union and 2 Provinces of Canada. From that moment till the afternoon of Thursday, the 28th, the meetings were continuous, interrupted only for a brief visit to the Maine School for the Blind, and a short cruise about the beautiful Caseo Bay, on one of whose islands was situated the hotel where the delegates were entertained and where business was transacted.

Lest a false idea of the personnel of the convention should arise in the minds of those unfamiliar with the constituency of the Association it is well to state here that the delegates were not all blind, but included in their number superintendents and teachers in Schools for the Blind, secretaries and home teachers employed by State commissions for the blind, librarians, and superintendents of workshops for the blind. Complete understanding among the representatives of all those various activities was apparent from the outset, and the proceedings were characterized by a most striking absence of friction and discord. The central aim of all present seemed to be to learn and put into practice the lessons taught.

All the important papers presented to the Association will appear in extenso in the autumn number of the "Outlook for the Blind," and no attempt will be made here to do more than note the main points of topics considered in groups, leaving those sufficiently interested in our cause to consult the magazine referred to for particular details. The adoption of the group system naturally destroys the possibility of adherence to strict chronology, but permits of arrangement in order of interest or importance. With this in view the first topic dealt with here was the last on the regular programme, viz., the "Type Question."

The Type Question

For the information of our sighted friends a word or two of preliminary explanation is here thought necessary, in order that a clear perception of the true importance of this question in its relation to the blind of America may be obtained.

In 1835 Louie Braille, a blind Frenchman, perfected a system of dot printing and writing which has ever since borne his name. In 1867 this method was introduced into Great Britain by the distinguished blind physician and philanthropist, the late Dr. Armitage. It was gradually adopted by all the schools of the United Kingdom and became so modified (while retaining intact the original form of the alphabetic signs) that it has long been known in contradistinction to its parent as "British Braille." For a few years Braille was the only dot system known to the blind anywhere in the world, but in 1872 the late Dr. Russ, of New York City, conceived the revolutionary idea of so radically modifying it as to produce what is really an entirely new method. This new system Dr. Russ passed over for perfection of detail to the late Dr. Wait, Superintendent of the New York City School for the Blind. By him it was completed and presented for general adoption in

America under the name of "New York Point," or the "Wait System of Embossed Reading and Writing."

For fifteen years New York Point was the only method of "dot writing" in use in the United States, and it was even adopted by our own Ontario School for the Blind, thus cutting off our Ontario blind from the ever-increasing store of Braille literature appearing from the presses of Great Britain, and compelling them to draw their entire intellectual nourishment from the country to the south of us. About 1887, however, Mr. Smith of Boston, conceived a further revolutionary idea, viz., the second modification of Braille, which he presented under the name of "American Braille." Mr. Smith's system was adopted in preference to New York Point by a number of American schools, and at the present time nineteen educational institutions in the United States employ it, while twenty-eight (including the Ontario School for the Blind) adhere to New York Point. Thus we have the confusing situation of British Braille in our own Maritime Provinces, Montreal and British Columbia; New York Point in Ontario and our Middle West; American Braille and New York Point splitting the United States, while the National Library for the Blind of Washington, D.C., subsidized by the Federal Government to the extent of \$5,000.00 annually, is stocked with British Braille books. Could anything be more discouraging to those who have the true interest of the blind at heart, or more fraught with possibilities of misunderstanding and retrogression?

To put an end to this distressing state of affairs a "Uniform Type Commission" was appointed a decade ago in the United States. The Commission journeyed over America and Britain, making reading tests and found that British Braille led all other systems at a great distance. In view, however, of the antagonism of the Americans to each other and to the British on the "Type Question," and also because the British Braille, being a human invention, is not wholly perfect, the findings of the Commission could not result at once in the adoption of the better method until our American cousins could be convinced that no better system could be evolved. Two years ago at Berkeley, Cal., therefore, the Commission brought in its report and advised the adoption in the United States of a compromise system which it styled "Standard Dot" (nicknamed by the British, "Standard Rot"), which was put on trial in many of the schools. This invention, however, died in the cradle and the Commission were perforce thrown back on British Braille as the only solution of the difficulty.

At the Portland Convention, therefore, the Commission brought in its final report recommending the adoption of the British system through the entire range of its elementary grade (grade one) and the initial part of its secondary development (grade two) up to the point of the inclusion in longer words of whole-word signs which the British incorporate as syllables in polysyllabic words. The sign of capitalization, taught but not used by the British, is recommended for American printing, but no new signs are to be invented or introduced until a final agreement can be reached with the British Uniform Type Committee appointed some time ago to collaborate with the American Commission with a view of arranging minor differences and of making Braille really universal throughout the English-speaking world.

The Uniform Type Commission, after ten years of uninterrupted labours and the expenditure of thousands of dollars, has wrought the blind of America the inestimable service of inducing them to sink their personal prejudices for the general good and to adopt as the one universal standard that system of dot reading and writing now in use everywhere in the English-speaking world except the United States and the Province of Ontario.

The recommendations of the Uniform Type Commission were unanimously and enthusiastically adopted by the convention. All that remains is for the American Association of Instructors of the Blind to ratify the decision of the American Association of Workers for the Blind. This sanction is a foregone conclusion, since the decision of last month was largely the work of prominent superintendents of New York Point institutions, who have most to lose.

Your representative, knowing he voiced the general opinion of his countrymen, extended to the Convention the congratulations of Canada on its decision, pointing out the immense advantage it would bring to our schools and circulating libraries, the latter now being under the distressing necessity of dividing and subdividing its book-purchase allowance into so many minute portions that no system received its proper allocation of funds. The ultimate financial gain to the whole cause of the blind will be incalculable and the Commission and Convention are to be heartily commended on their patience and good sense.

The School and the Pupil

Under this general designation are here grouped the results of a number of papers and discussions dealing with the relations existing between the schools for the blind and their pupils and graduates.

It was alleged by graduates, and admitted by superintendents, that these relations were not always what they should be. Suspensions and expulsions for trifling offences (or worse for no real offence at all) have been altogether too common. Several instances of such unjustifiable dismissal from school were cited by the writer of one paper, in which the lives of promising youths were forever ruined because of blighted hopes and the inability of the subject to earn his bread with the help of the few odds and ends of industrial training received before being kicked out upon the world. In the best schools expulsion is resorted to only when all other means of correction have proved useless, and, in the interest of general discipline, the rebel must be got rid of.

Many failures among the blind are, however, not due to premature expulsion from school, but to the fact that, after graduation the blind musician, tuner, or handicraftsman, going forth with high hopes and limitless confidence in his own abilities and in the sympathetic consideration of the world, is too often totally unassisted by his Alma Mater, and soon discovers that mere hope is an empty name when brought face to face with organized and capitalized sighted labour. It was admitted that the schools did not do enough "follow-up" work in their efforts to be of assistance to their graduates, but a beginning has been made by several of the most enlightened institutions and it is certain that, in a not very distant future, a superintendent of a school for the blind, who does not maintain a properly organized "Follow-up Department," will be shunned by every sincere worker in the cause.

But follow-up work will fail of its full benefit unless the curricula, at present established in most of our schools, are so altered as to provide opportunities for more individual instruction along lines suited to the peculiar aptitudes of each pupil. Much of the absence of real success among us is as largely due to our being compelled to learn professions and trades for which we have no aptitude, as to the lack of intelligent assistance in getting started after leaving school. Thus our music departments are filled with pupils who will never make musicians; our industrial departments are crowded with boys who will never learn to make a salable broom or an artistic basket. A movement is now on foot, however, to rationalize courses

of instruction so as to permit of discovering individual abilities and then to provide facilities for developing these. The problem of the blind is, like that of the seeing, one of bread and butter. Keeping this in mind, Superintendent Chas. F. Campbell, of the Ohio School for the Blind, (Mr. Campbell is the son of the late Sir Francis Campbell, Superintendent of the Royal Normal College for the Blind at Upper Norwood, London), intends to offer facilities for those persons in his school, who wish to learn popular music, but who have neither ability nor desire to master the heavy classical stuff so universally crammed into all our blind music pupils. Mr. Campbell pointed out that the biggest salaries paid to sighted musicians, speaking broadly, are earned by members of hotel and café orchestras. "Why," asks Mr. Campbell, "should this field be closed to the blind?" It would be well for other schools to take a leaf from Mr. Campbell's book.

With this preparation and follow-up work is closely allied the question of co-operation with workshops for the adult blind. It was conceded that too much time was often wasted between graduation and entry into one of these shops. It was not argued that all blind industrials should seek employment there, for many would, if properly assisted and encouraged, find it possible to maintain themselves in their own home. But the school authorities should know, after several years daily observation, whether such a happy result would follow in certain cases, and if not, the less favoured worker should be placed in a suitable workshop with the least possible delay in order that he might earn something, at least.

Telephone Operating

Before leaving for Portland your representative called on the Bell Telephone Company in this city (Toronto), with a view of enlisting the co-operation of that corporation in our plan for securing instruction for blind girls on private branch switchboards. He was informed that blind persons could not possibly operate such boards and the alleged facts to the contrary were put down to the backward state of telephone development in the United States. During the Convention's consideration of labour problems your delegate asked pointedly whether the statement of the Bell Telephone Company of Canada were correct. He was instantly assailed with a chorus of indignant rebuttal. He was informed that in the City of Baltimore nine blind operators are employed; in New York City one totally blind and one partially blind girl are so employed (your representative had the pleasure of talking with both these young women and of seeing one actually at work); several girls successfully employed in Boston and Massachusetts cities and numerous additional instances were given to prove the error of the position of our own telephone authorities. But the most conclusive proof was given by the presence at the Convention of Miss Winchester, of Baltimore, a totally blind girl who herself operates the board and is the teacher of most of the other blind operators in her state. Miss Winchester assured your representative of the feasibility of our plan and further stated that the Bell Telephone Company, as represented in her own city, was most sympathetic and desirous of assisting the blind operators in every possible way. Is it possible that Canada is the last bulwark and defence of conservatism in all matters concerning the blind? Why is it so difficult to convince our governments and our business men that we have the intelligence and the ambition to do certain things to assist us in the earning of our daily bread? We do not claim the ability to do everything possible for the seeing, but why is it made so hard for us to secure the opportunity of doing those few things which lie within our power? Let the outstanding examples given by our brave blinded soldiers shame our sighted critics

(if no other feeling can do so) into giving us of the civilian order at least the privilege of a trial.

Work with the Seeing

For the past three or four years a determined effort has been made by the various state commissions to secure work for blind persons alongside of those possessing sight. The results as yet are small, but are sufficient to warrant hope. At present blind persons are employed in box factories, cigar factories, machine shops, candy factories, etc. The most hopeful work for intelligent blind persons, however, seems to be along the lines of salesmanship, and many instances were cited at the Convention proving the undoubted ability of a properly qualified blind person to successfully compete with sighted rivals in this field. Blind salesmen now travel the United States in every direction selling everything from magazines to mill supplies, and from teas and coffees to life insurance. Canada has a few examples of this sort of success, but she should have more and our Government should see to it that its school furnishes the necessary preliminary training in this respect.

The Blind in Public Schools

For some considerable time blind children have been educated in schools for the seeing in various parts of the world, but this movement has assumed the greatest proportions in the United States. Robert B. Irwin, the blind supervisor of the blind in the public schools of Ohio, gave some interesting details of this branch of our work. Blind and partially sighted children are taught in special rooms of certain schools in the principal cities of the State, the latter class being provided, where sufficient sight is present, with text-books printed in very large and heavy type. Manual training is given by the instructor of the normal children, while in Cleveland a special cottage is being arranged for domestic science work among the girls. Blind boy scouts are given the same training as the seeing scouts and go on their "hikes," have their corps, enter into their sports equally as well as the others. The State assists in the work to the extent of about \$250.00 per pupil thus educated, the other expense being borne by the cities from their educational funds.

Resolutions Adopted by the American Association of Workers for the Blind at Portland, Me., June 28, 1917

1. That the president appoint a legislative committee, and among other matters it take up the question of outdoor relief for the needy blind, draft a model bill and present the same to interested organizations, with the suggestion that they make use thereof in shaping their local legislation.
2. That we heartily approve of efforts for securing employment for the blind among the seeing.
3. That we cordially commend the policy of vocational guidance in schools for the blind and of the active interest of the management of such schools in the subsequent careers of their pupils.
4. That we recommend hearty co-operation with the national committee for the prevention of blindness in its work.
5. That the association urge upon the attention of existing agencies the necessity of making suitable preparation for efficiently meeting the needs of blinded soldiers.
6. Whereas, it is obvious that if practicable arrangements can be made, considerable economy and other advantages can be effected by co-operative buying of materials commonly used in the industries of the blind, therefore, be it resolved,

that the president of the association be authorized to appoint a committee of five to take the steps necessary to such co-operation.

7. The blind and sighted employees who are equally well qualified for their respective positions by temperament, education, training, skill and other requirements, should be accorded equal compensation for equal service.

8. That we endorse all that has been said concerning the value and desirability of co-operation between the students and faculties of schools for the blind and between workmen and the management of workshops for the blind.

9. That this Association express the gratification it feels in the knowledge of the steady growth of the home teaching of the adult blind, and that it record its unqualified belief that home teaching is successful in just the proportion that the home teacher is granted ample freedom in determining what shall be taught to each pupil.

10. That it is the sense of this Association that any attempt to return to the dual plan of school organization for the deaf and blind must be looked upon by those interested in the welfare of both classes as a step in the wrong direction.

11. That this Association express its approval of the earnest effort of the Commission on Uniform Type toward the solution of the important type problem, and that it express its appreciation in particular to N. C. Nigel, of New York City, for his excellent advice and liberal financial assistance in this matter.

12. That the Association adopt the recommendations of the Commission on Uniform Type for the blind as presented to the Association at the session on Thursday, June 29, 1917.

LITERARY EXAMINER'S REPORT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

Minister of Education.

SIR,—I have the honour to present my report on the literary work of the Ontario School for the Blind for the year 1916-17.

Changes

Since making my last report there have been several changes in and additions to the staff of the School. Mr. Gardiner, for many years principal of the School, found the work becoming burdensome with his advancing years and resigned to devote his leisure time to literary work. He has been succeeded by Major C. W. James, a very active and progressive man, who is devoting all his time and energy in the interests of the School. Miss C. Kavanagh, a former teacher in the School, has returned to take the work formerly taken by Miss Hanlon. Mr. Hickey replaces Mr. Maloney and Mr. Temple succeeds Mr. Green as physical instructor with the boys. There has been added to the staff Miss Young as Instructor in Physical Training and Dramatic Art. Mr. S. A. Bergey, B.S.A., as Instructor in the several departments of Agriculture and as Supervisor of the work on the farm; Sergt. Gourley as Assistant Supervisor of the boys. Sergt. Gourley has also charge of the Boys' Dormitory.

Organization

Several changes have been made in the organization of the School with the result that more effective work is being done by the pupils and the teachers expend less energy in getting results.

The classes have been made smaller; the pupils in the several classes are more nearly of the same mental age; the curriculum of study has been made to conform, as nearly as circumstances will permit, to that laid down for use in the schools of the Province; industrial work of a more varied character has been added to the course of study; considerable attention is also given to agriculture; systematic attention is given to physical training; the equipment of the School has been greatly increased.

Teaching

All the Literary teachers are normal trained and hold second-class certificates or better, except one. The teachers have their work carefully prepared and present it to the pupils by approved methods. They make better use of the equipment than formerly.

As a result of changes in organization and careful preparation of work the discipline of the School is good.

Work of the Pupils

I examined the several classes in Bible Study, Arithmetic, Geography, Literature, Grammar, History, Spelling, Hygiene, Writing, Reading, Typewriting, Telegraphy, Willow Work, Sewing, Knitting, and Darning, and found the pupils well up in their work and interested in it. The work in literature is now being taken largely from the reader and I notice the pupils are more interested in the shorter selections. The history was well presented and the pupils greatly interested. I noticed a marked improvement in grammar. The classes in arithmetic are now doing work that they never attempted before because of more extensive use of the slate. Great improvement has been made in physical training.

Notes

1. A marked improvement in the appearance and health of the pupils is very noticeable.
2. Principal James has given his personal attention to some boys who stammer with the result that they are practically cured.
3. The subject of Agriculture is receiving considerable attention and the work on the farm is being systematically organized. Increased production should result.
4. I was particularly impressed with the cleanliness observed in the bake-shop, the dining room, the dormitories and the School generally.

E. E. C. KILMER,
Inspector, Brantford Public Schools.

June 11th, 1917.

REPORT ON MUSIC

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education.

Herewith I have the honour to submit my report as examiner on the Musical Department of the Ontario School for the Blind.

The examinations on which this report is based, took place on May 31st, and June 1st, and included the following subjects:—Piano, singing, organ, the theory of music, choral, violin and piano-tuning, class work.

Sixty candidates were presented from the various examinations, a much smaller number than in previous years.

Piano.—There were twenty candidates in piano-playing.

In Grade No. 1 of six pupils, two gained honours (70 marks or over), two passed and two failed.

In Grade No. 2, one student passed.

In Grade No. 3, one obtained honours.

In Grade No. 4, one reached the honour standard and one passed.

In Grade No. 5, one gained honours and another passed.

In Grade No. 6, one received honours, three passed and one failed.

There are three pupils in the "progress" stage, who are preparing for the Graduation Diploma of Licentiatehip; of these, two show exceptional ability, and the third has considerable talent, and should eventually do well.

I understand that all the successful students in this subject are pupils of Miss Harrington and Miss Smyth, and these teachers are to be warmly congratulated on the efficiency of their work.

Organ-playing.—Seven candidates were presented in this subject.

In Grade No. 1, two candidates entered, one gained honours, and one passed.

In Grade No. 3, one candidate passed.

There are four candidates in the "progress" stage, two of these showed ability far above the average, another gave fair promise, and the fourth did fairly well.

More attention to detail in matters of phrasing, tempo, scales, pedalling, registration, and fingering is most desirable throughout this department.

It is most satisfactory to know that the Department of Education has decided to install a three-manual organ, with mechanism of the most modern type. This welcome addition to the equipment will assist both teacher and student, and will assist materially in developing and encouraging the art of organ-playing in this Institution.

Singing and Voice Production.—Six candidates were examined in this subject.

In Grade No. 1, the candidate who entered received a "pass."

In Grade No. 3, there were two candidates; one gained honours and one "passed."

In Grade No. 4, one passed with honours.

Two candidates were presented in the "progress" stage, one a tenor and the other a baritone; both are intelligent pupils and possess voices of much promise.

In this department which is under the sole control of Mr. W. Norman Andrews, considerable improvement has taken place, particularly in the important point of voice production.

Theory of music.—Nine students were examined in the Rudiments of Music. (Part 1).

Of these, one gained first-class honours, three gained honours, three passed, and two failed.

This particular class is now under the guidance of Miss M. Jones, to whom much credit is due for the highly satisfactory result of this examination.

It should be a "sine-qua-non" that the Rudiments, both Parts I and II, should form part of the Annual Theoretical Examination in the Ontario School for the Blind.

In Harmony, Grade No. 1, there were two pupils and both obtained honours.

In Grade No. 2, Harmony and Counterpoint, the two pupils entering obtained honours.

In Grade No. 3, Harmony, Counterpoint and History, seven students' papers were examined. One received honour standing, five passed and one failed. One in History only, was unsatisfactory.

In Grades 2 and 3 a very fair knowledge of counterpoint was displayed, but in several cases the harmony and history were weak.

I should like to add that I was very much impressed at the facility with which the majority of the pupils took down in point print, the questions in all the theoretical subjects which I personally dictated.

Teaching (Normal) Certificate Class:

This class of six students is under the instruction of the Musical Director, Mr. W. Norman Andrews.

Four of these were tested for the Teachers' certificate; one reached honour standing, three passed, and two others did fairly well in the progress stage.

Many of the students possess a considerable amount of information, but apparently have little idea of assimilating and applying their knowledge in such a manner as to be useful for imparting it to others.

From the careful observation that I have made, I have come to the conclusion that there are many students in this institution whose abilities are under-estimated, and whose mental capacity is such that they should be able to obtain a higher standing in their varied subjects of study.

The Choral Class, which numbers about forty members, is doing capital work under the direction of Mr. W. Norman Andrews.

I listened with much interest to their singing of several four-part songs, both accompanied and unaccompanied.

Technically a very considerable advance has been made in this work.

In all the selections the pitch and the enunciation were distinctly good. A little more attention, however, might be given to the phrasing and the expressional side, i.e., the light and shade.

Violin Class.—I was particularly pleased with the performance of a small ensemble class of violin students, pupils of Mr. Ostler, who is to be congratulated on their progress.

It is gratifying to know that encouragement is given to the study of the violin.

Piano-tuning.—Mr. J. D. Ansell has, at present, about twenty students under his direction.

This department displays a higher degree of efficiency than in previous years.

The instructor and his pupils are evidently working well together with excellent results.

Several of the "old boys," who have recently left the School, have obtained good, well-paid positions as piano tuners.

In concluding my report I should like to congratulate the Ontario School for the Blind on the appointment of Major Clarkson W. James as Principal.

The interest which he takes in music will, one feels sure, enable him to co-operate with teachers and pupils in making the music department of the School, a great success in the future.

I have the honour to be,

Sir,

Yours obediently,

ALBERT HAM, MUS. DOC., F.R.C.O.,

Toronto, June 7th, 1917.

W. B. RACE, ESQ., B.A.,

Superintendent, School for the Blind, Brantford.

SIR,—Music is a very important factor in the education of the blind, and the musical profession, with its many branches, offers excellent means of livelihood to our blind boys and girls. Under these circumstances every facility should be given for as thorough a musical education as possible. A well qualified faculty is not only necessary, but an up-to-date equipment is absolutely essential to any degree of success.

The purchase of a number of pianos has already added to the efficiency of both the tuning and teaching departments. A small two-manual practice organ, with the installation of the new three-manual electric organ would give the musical department of the Ontario School for the Blind as good an equipment as could be desired and equal to any school I have visited in England.

Many of the present students in music have good ability and take an intelligent and enthusiastic interest in their work.

No better test of the thoroughness of the teaching and training of the pupils in the different branches of music—organ, piano, violin and vocal—can be had than the excellent performance of the programme given by the pupils at the O.S.B. Hall. At these recitals, technical ability, musical intelligence and self-control, all add their tribute to the work of the teachers.

I am pleased to state that the Normal class has just accomplished the arduous task of writing in "point print" a copy of "Gurli's Instruction Book." A duplicate copy in "point print" of the sighted music, is necessary to the blind teacher.

I would recommend that the blind teacher be given the opportunity of teaching a sighted pupil, while going through the Normal course.

I would also endeavour to impress the authorities with the importance of allowing the advanced pupils the opportunity of taking part in concerts, outside the O.S.B., as this would be an excellent means of bringing before the public the capabilities of the blind.

Permit me to express my appreciation of the present excellent conditions existing at the School. The greatest good, both to the education and future success of the blind, cannot but be the happy results.

I remain, .

Faithfully yours,

W. NORMAN ANDREWS,
Musical Director.

PHYSICIAN'S REPORT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

Minister of Education.

SIR,—I have the honour to present my annual report for the year ending October 31st, 1917.

The death, during the past summer, of Mr. W. B. Wickens, an officer, who for many years had been connected with our School, came as a shock to his many friends in the Department, as well as to the citizens of Brantford, pupils and ex-pupils of years past. He will be remembered by those associated with him as a man of high ideals and one who was deeply interested in the welfare of his pupils, not only from a keen sense of duty but for the love of his life work and for those who came under his care.

A young male pupil died suddenly of meningitis during the session.

The general health of the officers and pupils was good during the year.

I cannot express my appreciation for the consideration your Department has shown my work here during the year. The appointment of a professional nurse has been a great assistance to me and tended to more accurate medical supervision. The work of Miss Wright, who holds the appointment, is excellent. She has proved most careful and painstaking in performing her duties. The hospital wards which have been so splendidly rearranged added much to the effective work being done.

Thanking you again for your special interest in the medical side of our school life.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, November 1, 1917.

REPORT OF INDUSTRIAL DEPARTMENT FOR SESSION ENDING JUNE, 1917

W. B. RACE, B.A., *Principal.*

SIR,—I have the honour to report that during the session just closed eleven pupils were given instruction in reed and fibre furniture making, six in basket making and eleven in chair caning. In addition to the technical training given to them, they were taught business methods and salesmanship.

In teaching them the art of selling, I found our show room an invaluable asset, providing as it does a medium between customer and pupil, which is highly essential in teaching the pupils how to approach prospective customers.

One hundred and forty-one baskets, and fifty-eight pieces of furniture were made and disposed of for the sum of \$255.35.

At the bazaar, eighty-three baskets and twenty-six pieces of furniture were also sold, realizing the sum of \$165.00, which was presented to the Brantford Patriotic Fund.

Reports received from ex-pupils of this department are most encouraging, one reporting that he had earned during the previous month the sum of seventy-nine dollars and fifty cents, another reporting that he had earned twenty-four dollars that week, which is tangible evidence of the suitability of basket making as a vocation for the blind.

Owing to the fact that willow baskets cannot be made by machinery, the blind man in this instance, at least, is not competing with machine made goods, and although he may not be quite as fast a worker as his sighted competitor, he certainly can work fast enough to successfully compete with him.

The twelve chair vices and the practice chairs which were added to the cane seating department early in the session have proven a welcome addition, filling, as they do, a long felt want.

Early in the session it was decided to establish a broom making department; with this end in view I was instructed to visit a number of workshops for the blind and prepare an estimate of the cost of installing same. As a result of this report the machinery was ordered and we now have installed a fully equipped broom shop, capable of taking care of the present requirements of this School. I might add in this connection that so far as I have been able to ascertain, broom making is being taught in every school for the blind on the American Continent, and it is also a leading occupation in many workshops for the blind.

Although shoe repairing has been taught for many years in schools for the blind in England, it has so far not been taught in any school in the United States or Canada. However, it was decided to add it to the trades already taught here. For this purpose, Mr. Tooth, a graduate of the Manchester School for the Blind (who was carrying on a successful shoe repairing business in Hamilton), was engaged to take charge of this work and the necessary equipment has been ordered. The suitability of shoe repairing as a vocation for the blind of Ontario has yet to be proven, although the success achieved by Mr. Tooth in Hamilton gives promise of success, especially to those who are located in the working men's districts of cities and towns.

Respectfully submitted,

W. B. DONKIN,

Head of Industrial Department.

OCULIST'S REPORT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

Minister of Education.

SIR,— I have the honour to report the results of the examination of the pupils' eyes for the year 1917.

In all one hundred pupils were examined. Of these eight males and five females were new pupils and examined for the first time. This did not include all the pupils enrolled as probably half a dozen were absent from one cause or another at the time.

A positive classification of the pupils as to the disease causing blindness is very difficult, and in some cases impossible, because of the inevitable lack of complete or

reliable histories, while the removal or great deformity of many eyes precludes a classification from clinical evidence.

Disease	Males	Females	Total	Percentage
Ophthalmia Neonatorum.....	12	14	26	26
Optic Atrophy	9	8	17	17
Cataract, Congenital and Lamellar	4	9	13	13
Injury of one eye followed by Sympathetic Ophthalmia in the other.....	6	2	8	8
Injury by gunshot wounds, powder and dynamite explosions	5	.....	5	5
Interstitial Keratitis.....	3	2	5	5
Congenital Coloboma of Iris and Chorioid.....	4	.....	4	4
Retinitis Pigmentosa.....	2	1	3	3
Uveitis.....	2	1	3	3
Myopia with resulting changes.....	2	1	3	3
Chorioiditis.....	1	1	2	2
Measles	2	.....	2	2
Microphthalmus	1	.....	1	1
Buphthalmus	1	.....	1	1
Symblepharon	1	.....	1	1
Growth, eyes enucleated, probably Glioma.....	1	.....	1	1
Congenital amblyopia in one eye, other normal	1	.....	1	1
Cause undetermined by appearance or history.....	1	3	4	4
Total	58	42	100	

The class of ophthalmia neonatorum is probably the most difficult to be definite about because of the frequent great destruction of the ball of the eye; and as for the assigned causes of the blindness in the application forms they are more often given as "colds," carelessness of the nurse or doctor, etc., than gonorrhoea. Consequently, of the twenty-six cases placed in this class, fourteen have definite histories and the remaining twelve have indefinite histories, and clinical appearances indicating this disease.

What has been said of ophthalmia neonatorum largely applies also to the cases of blindness due to diseases resulting from inherited syphilis. Interstitial keratitis, of which there are five cases, we know to be due to syphilis, and two cases of optic atrophy and one case of chorioiditis have definite histories and other indications of syphilis. It is probable that some of the cases classed as retinitis pigmentosa are really due to syphilis.

Particular reference is made to these two diseases because of the prominence, at the present time, given to the subject of venereal diseases; and would sum up by saying that at a conservative estimate thirty-four per cent. of the cases examined are blind as the result of venereal diseases. This is considerably lower than the estimate made public recently that half the cases of blindness in Canada were due to gonorrhoea alone.

Of the other diseases little need be said, especially of the congenital conditions. In explanation of the two cases due to measles, I may say this is the cause given in the histories, but the present condition of the eyes precludes a diagnosis of the original disease.

The percentage of cases of "preventable blindness" is lower this year than last, in the total, although of the thirteen new pupils examined five are so classed.

Two pupils were found to have normal sight in one eye, with no probability of their becoming diseased, making it advisable for them to return to Public School for their education.

The condition of vision of the various pupils is as follows:

	Males	Fe- males	Total
Without perception of light in either eye.....	8	10	18
Perception of light only in one eye.....	13	9	22
Perception of light only in both eyes.....	6	3	9
Limited objective vision in one eye.....	17	8	25
Limited objective vision in both eyes.....	14	12	26
	58	42	100

This means there are eighteen pupils in total darkness, and thirty-one who can tell light from darkness but cannot distinguish objects.

The Superintendent has asked if I can explain why there are fewer pupils attending the School now than there were some years ago. It is a difficult question to answer. If, as we hope, it is due to fewer blind children in the country, which I really believe to be the case, the fact is very gratifying. Of course there is always considerable fluctuation in the number of pupils attending from year to year; some drop out for a year or so for various reasons, mainly on account of general health conditions. Some are temporarily absent or on the sick list at the time the examination is made. But the records show lower percentages of blind in certain classes, particularly ophthalmia neonatorum. This is no doubt due to the effort made, mainly by oculists, to impress upon obstetricians, midwives and hospitals the necessity for more care of the infants' eyes, and the use of prophylactic measures in all cases.

But probably the greatest influence in the last year or two has been the economic condition of our country. Some of the pupils have gone to positions which might not have been available had not the demand for labour been so great. Everyone possible being employed at unusually high wages has probably had some influence in keeping some children at home where the problem of maintaining them has not been serious enough to make it convenient to trust that to the Government. Because we cannot but conclude from the comparatively advanced age at which some children are sent to this School to start their education, that some parents are very loath to have their blind child away from their personal protection. And finally the falling off in immigration has produced some effect, as we have had several children at the School who came into the country blind.

Respectfully submitted,

B. C. BELL.

Brantford, January 7th, 1918.

Ontario School for the Blind

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1917

I.—Attendance

	Male	Female	Total
Attendance for portion of year ending 30th September, 1872..	20	14	34
“ for year ending 30th September, 1873.....	44	24	68
“ “ “ 1874.....	66	46	112
“ “ “ 1875.....	89	50	139
“ “ “ 1876.....	84	64	148
“ “ “ 1877.....	76	72	148
“ “ “ 1878.....	91	84	175
“ “ “ 1879.....	100	100	200
“ “ “ 1880.....	105	93	198
“ “ “ 1881.....	103	98	201
“ “ “ 1882.....	94	73	167
“ “ “ 1883.....	88	72	160
“ “ “ 1884.....	71	69	140
“ “ “ 1885.....	86	74	160
“ “ “ 1886.....	93	71	164
“ “ “ 1887.....	93	62	155
“ “ “ 1888.....	94	62	156
“ “ “ 1889.....	99	68	167
“ “ “ 1890.....	95	69	164
“ “ “ 1891.....	91	67	158
“ “ “ 1892.....	85	70	155
“ “ “ 1893.....	90	64	154
“ “ “ 1894.....	84	66	150
“ “ “ 1895.....	82	68	150
“ “ “ 1896.....	72	69	141
“ “ “ 1897.....	76	73	149
“ “ “ 1898.....	74	73	147
“ “ “ 1899.....	77	71	148
“ “ “ 1900.....	77	67	144
“ “ “ 1901.....	72	66	138
“ “ “ 1902.....	68	70	138
“ “ “ 1903.....	67	64	131
“ “ “ 1904.....	68	66	134
“ “ “ 1905.....	67	74	141
“ “ “ 1906.....	71	76	147
“ “ “ 1907.....	72	72	144
“ “ “ 1908.....	71	68	139
“ “ “ 1909.....	72	70	142
“ “ “ 31st October, 1910.....	77	67	144
“ “ “ 1911.....	76	61	137
“ “ “ 1912.....	69	55	124
“ “ “ 1913.....	62	62	124
“ “ “ 1914.....	65	59	124
“ “ “ 1915.....	70	62	132
“ “ “ 1916.....	82	61	143
“ “ “ 1917.....	74	53	127

II.—Age of Pupils

	No.		No.
Five years.....	0	Seventeen years.....	8
Six “.....	0	Eighteen “.....	7
Seven “.....	2	Nineteen “.....	5
Eight “.....	6	Twenty “.....	4
Nine “.....	7	Twenty-one “.....	3
Ten “.....	8	Twenty-two “.....	5
Eleven “.....	7	Twenty-three “.....	4
Twelve “.....	9	Twenty-four “.....	1
Thirteen “.....	12	Twenty-five “.....	2
Fourteen “.....	8	Over twenty-five years.....	10
Fifteen “.....	9		
Sixteen “.....	10	Total.....	127

III.—Nationality of Parents

	No.		No.
Austrian.....	1	Swedish	1
American	1	Russian	1
Canadian	55	Scotch	12
English	45	Polish	2
Irish	6		
Irish	1	Total	127
Finlander	1		
Indian	2		

IV.—Denomination of Parents

	No.		No.
Christian Science	1	Presbyterian	29
Baptist	6	Roman Catholic	19
Disciples	1		
Episcopalian	30	Total	127
Methodist	41		

V.—Occupation of Parents

	No.		No.
Accountant.....	1	Machinist	1
Agents	3	Miller	1
Baker	1	Merchants	4
Barbers.....	2	Moulder	1
Blacksmiths	2	Miners	2
Bricklayers	2	Painters	2
Butcher	1	Pedlar	1
Cabinetmakers	2	Plasterer	1
Carpenters	7	Police Magistrate.....	1
Clergyman	1	Railway employees	6
Caretakers	2	Sheet metal worker.....	1
Clerk	1	Shoemakers	2
Farmers	24	Soldiers	6
Fireman	1	Stone mason	1
Fishermen	2	Teamster	1
Gardeners	2	Tinsmith	1
Hackman	1	Tuners	2
Jeweller	1	Unknown.....	3
Labourers	31		
Liveryman	1	Total	127
Manufacturers.....	2		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1917

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	...	1	City of Niagara Falls.....	1	1	2
District of Algoma.....	2	...	2	District of Nipissing.....	2	1	3
City of Belleville.....	...	4	4	County of Northumberland.....	1	...	1
County of Brant.....	2	1	3	“ Ontario.....	1	1	2
City of Brantford.....	2	2	2	City of Ottawa.....	2	2	4
County of Bruce.....	3	2	5	District of Parry Sound.....	1	...	1
“ Carleton.....	1	1	1	County of Perth.....	...	1	1
“ Essex.....	1	2	3	Peel.....	2	1	3
“ Glengarry.....	...	1	1	District of Rainy River.....	1	1	2
“ Grey.....	2	1	3	County of Russell.....	...	1	1
City of Guelph.....	1	1	1	City of St. Catharines.....	1	...	1
“ Hamilton.....	4	3	7	“ St. Thomas.....	1	...	1
County of Hastings.....	2	1	3	County of Simcoe.....	2	1	3
“ Huron.....	2	2	4	City of Toronto.....	15	8	23
“ Kent.....	1	2	3	County of York.....	2	1	3
City of Kingston.....	1	...	1	Saskatchewan.....	5	2	7
County of Lambton.....	1	2	3	Alberta.....	4	...	4
“ Leeds.....	2	1	3	Manitoba.....	5	3	8
“ Lanark.....	1	...	1	British Columbia.....	3	...	3
City of London.....	...	1	1				
County of Middlesex.....	...	1	1	Total.....	74	53	127
District of Muskoka.....	...	1	1				

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1917

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	...	1	County of Haliburton.....	1	...	1
District of Algoma.....	10	6	16	“ Halton.....	7	3	10
City of Belleville.....	4	1	5	City of Hamilton.....	23	23	46
County of Brant.....	10	8	18	County of Hastings.....	6	6	12
City of Brantford.....	17	13	30	“ Huron.....	14	13	27
County of Bruce.....	10	12	22	City of Kingston.....	8	4	12
“ Carleton.....	2	2	4	County of Kent.....	11	8	19
“ Dufferin.....	2	1	3	“ Lambton.....	20	8	28
“ Dundas.....	3	3	6	“ Leeds.....	15	5	20
“ Durham.....	4	4	8	“ Lanark.....	4	4	8
“ Elgin.....	7	6	13	“ Lennox.....	4	1	5
“ Essex.....	15	22	37	“ Lincoln.....	3	3	6
“ Frontenac.....	5	3	8	City of London.....	12	11	23
“ Glengarry.....	3	1	4	County of Middlesex.....	10	13	23
“ Grenville.....	2	2	4	District of Muskoka.....	3	3	6
“ Grey.....	11	12	23	County of Norfolk.....	11	10	21
City of Guelph.....	4	4	8	City of Niagara Falls.....	...	1	1
County of Haldimand.....	4	5	9	District of Nipissing.....	9	8	17

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1917—Concluded

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland	6	9	15	County of Stormont	5	1	6
" Ontario	8	13	21	City of Toronto	84	55	139
City of Ottawa	24	7	31	County of Victoria	8	2	10
County of Oxford	8	13	21	" Waterloo	12	6	18
District of Parry Sound	3	...	3	" Welland	9	6	15
County of Peel	4	2	6	" Wellington	10	8	18
" Perth	5	11	16	" Wentworth	10	11	21
" Peterborough	13	5	18	" York	21	17	38
" Prince Edward	7	2	9	Province of Quebec	5	1	6
" Prescott	4	...	4	Saskatchewan	8	6	14
" Renfrew	8	6	14	British Columbia	9	...	9
" Russell	5	3	8	Manitoba	10	8	18
District of Rainy River	1	1	2	Alberta	6	3	9
City of St. Catharines	3	2	5	United States	1	...	1
" St. Thomas	4	2	6				
" Stratford	3	1	4				
County of Simcoe	13	11	24		597	441	1,038

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1917

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	...	1	City of Ottawa	3	...	3
District of Algoma	1	1	1	County of Oxford	1	...	1
City of Belleville	1	1	1	" Peel	2	1	3
County of Brant	1	1	1	" Perth	1	1	1
City of Brantford	2	2	2	" Renfrew	1	1	1
County of Bruce	3	...	3	" Russell	1	1	1
" Carleton . . . . .	...	...	...	Rainy River District	1	1	1
" Essex	2	2	2	City of Sarnia	1	1	1
" Glengarry	1	1	1	" St. Catharines	2	1	3
" Grey	1	1	1	" St. Thomas	1	...	1
City of Hamilton	1	3	4	County of Simcoe	4	1	5
County of Hastings	1	...	1	City of Toronto	14	6	20
" Huron	2	3	5	County of Welland	1	1	1
" Kent	3	3	3	" Wentworth	1	...	1
City of Kingston	1	...	1	" York	2	1	3
County of Leeds	1	1	2	Manitoba	5	2	7
" Lanark	1	...	1	Saskatchewan	5	...	5
City of London	1	1	1	Alberta	3	...	3
District of Muskoka	1	1	2	British Columbia	3	...	3
" Nipissing	4	3	7				
County of Ontario	1	1	2	Totals	63	43	106

Ontario School for the Blind

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1917,
COMPARED WITH THE PREVIOUS YEAR

Item No.	Service	31st October, 1916				31st October, 1917			
		Total expenditure, 1916	Per Capita Average 112 pupils per year	Per Capita Average per week in cents		Total expenditure, 1917	Per Capita Average 110 pupils per year	Per Capita Average per week in cents	
		\$ c.	\$ c.	c. m.		\$ c.	\$ c.	c. m.	
1	Medicine.	260 89	2 33	4.5		274 79	2 49	4.5	
2	Meat, Fish and Fowl	2,930 34	26 16	50.3		3,643 85	33 13	63.8	
3	Flour, Bread and Biscuits	650 10	5 81	11.2		1,175 53	10 69	20.5	
4	Butter and Lard	1,830 23	16 34	31.5		2,360 09	21 45	41.2	
5	General Groceries	2,263 07	20 21	38.9		2,702 41	24 57	47.2	
6	Fruit and Vegetables	717 06	6 40	12.3		1,107 16	10 06	19.3	
7	Bedding and Clothing	434 28	3 88	7.5		457 70	4 16	8.0	
8	Fuel, Light and Power	6,068 01	54 18	104.2		13,024 23	118 41	228.0	
9	Laundry—Soap, etc.	437 59	3 91	7.5		448 59	4 08	7.8	
10	Furniture and Furnishings	796 29	7 11	13.8		1,383 94	12 58	24.2	
11	Farm and Garden	796 24	7 11	13.8		1,190 79	10 82	20.8	
12	Repairs and Alterations	1,144 98	10 22	19.7		1,664 32	15 14	29.1	
13	Advertising and Printing	739 67	6 60	12.5		856 95	7 79	14.1	
14	Books and Apparatus	1,171 17	10 46	21.1		1,408 33	12 81	24.7	
15	Miscellaneous	1,649 87	14 73	28.3		2,829 92	25 72	49.4	
16	Pupils' Sittings in Church	200 00	1 79	3.4		200 00	1 82	3.6	
17	Rent of Hydrants	160 00	1 43	2.7		160 00	1 45	2.8	
18	Water Supply	542 98	4 85	9.3		481 18	4 38	8.5	
19	Salaries and Wages	25,352 47	226 36	435.3		31,140 03	283 09	544.4	
20	Broom-making					889 62	8 08	15.5	
21	Shoe-making					89 86	81	1.5	
22	Repairs to Pianos and Organs	129 21	1 15	2.2		139 89	1 28	2.5	
23	Hardware, Paint, etc.	404 70	3 61	6.9		599 91	5 45	10.5	
24	Workshop—Willow Department	231 31	2 06	3.9		480 19	4 36	8.4	
25	Engineer's Supplies	210 25	1 88	3.5		349 87	3 19	6.2	
26	Models and Tools	100 61	90	1.7		193 10	1 75	3.4	
27	Musical Instruments					1,208 25	10 98	21.1	
28	Special Items—								
	Vote 122, Item 2	265 05	2 37	4.5					
	Special Warrant (Cows)	425 00	3 79	7.3					
	“ “ (Pianos)	965 00	8 61	16.5					
	“ “ (Horses)					492 00	4 47	8.6	
		50,876 37	454 25	873.3		70,951 20	645 01	1240.4	

Certified correct,

G. H. RYERSON,
Bursar.

October 31st, 1917





